

Prep to Year 2: Friday, April 17

TASK 1: LITERACY

Approx: 30 mins

Nursery Rhyme Match

Note to Parents/Guardians:

When cutting out the sentences, to save time leave the left column intact and only cut the right column into single strips. Paste the left column down and match up the phrases from the right column to it.

You will need:

- the Nursery Rhyme sentence match sheet found in the Appendix.

Activity:

Revise some nursery rhymes that you know. Some are mentioned below. If you don't know these rhymes see if you can find them in a book or on the internet to practice saying them.

Little Jack Horner...

Humpty Dumpty...

Little Miss Muffet...

Hey diddle, diddle...

Little Boy Blue...

Three Blind mice...

Mary had a little lamb...

Wee Willie Winkie...

The Queen of Hearts...

Three Little kittens...



Cut out the sentences about these rhymes (found in the Appendix). Use your knowledge to match the Nursery Rhyme name and the sentence that relates to it.

Extension: Can you come up with your own sentence matches about other nursery rhymes. See if your sibling or parent can match them up.

Curriculum Links:

English – Literature/Literacy – Examining Literature/Interpreting, analysing, evaluating

Foundation/Prep: Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures.

Year 1: Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme.

Year 2: Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs.

TASK 2: LITERACY

Approx: 30 mins

Literacy – Reading Comprehension

You will need:

- a copy of the book 'Green Eggs and Ham' by Dr Seuss or access to the following YouTube clip <https://www.youtube.com/watch?v=jdotPwVJYzs>

Activity:

Listen to the story 'Green Eggs and Ham' by Dr Seuss.

Would you eat 'green eggs and ham'?

Discuss the main idea of this story. The main character in the story refuses to try green eggs and ham, saying that he doesn't like them. When he finally does try them, he finds out that he does like them.

Design a dinner menu for the character in your book. What other 'interesting' menu options could you suggest he try?

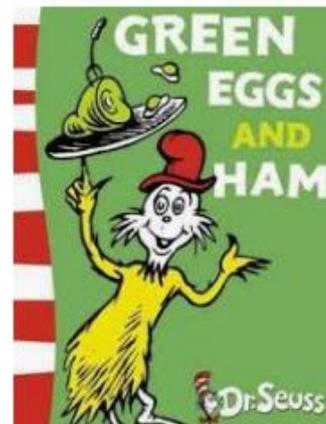
Prep to Year 2:

On your page draw 3 (or 5) dinner plates. On each plate draw an 'interesting' dinner option for him to try. (For eg, purple spaghetti and chocolate chips) Write underneath the plate what it is.

Years 1 and 2:

Write a sentence offering these dinner options to the main character. Eg. Would you like _____? or Do you like _____?

Extension: Play the YouTube clip again with the sound down (on mute) and practice reading the story aloud yourself. If the pages turn too quickly for you, pause the clip until you are ready to move on. If you get stuck you can simply unmute your device and read along with the narrator.

**Curriculum Links:**

English – Literature – Creating Literature

Foundation/Prep: Innovate on familiar texts through play.

Year 1: Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary.

Year 2: Innovate on familiar texts by experimenting with character, setting or plot.

BREAK: 30 minutes**TASK 3: MATHEMATICS**

Approx: 30 mins

Sharing Problems**You will need:**

- a form of counters (buttons, marbles, pencils etc.)

Mental Warm Up: Let's get your brain ready for some number work!

Call out a random number (1-20) to your child and ask them to jump, stamp, clap, hop, spin, do star jumps etc for that number. Repeat for approx. 2 mins.

Foundation/Prep: Practice counting up to 10 (or 20 if you can) forwards and backwards. Try starting at different numbers 6, 7, 8 etc.

Years 1 and 2: Practice counting up to 100 and backwards from 20. Skip count by 2s, 5s and 10s if you can.

Activity:

Solve the following 'Sharing problems' using your counters to help you. Collect the number of counters given in the problem and then share them out into the given number of groups.

Foundation/Prep: You have 15 lollies. Share them fairly between you and 4 friends. How many each?	You have 10 flowers. Share them between 2 vases. How many in each?	You have 12 stickers. Share them between yourself and 5 friends. How many each?	You have 8 apples. If your family eat 2 per day. How many days will they last?
Year 1:			
You have 20 lollies. Share them fairly between you and 4 friends. How many each?	You have 24 flowers. Share them between 4 vases. How many in each?	You have 16 pegs. Each towel needs 2 pegs to hang it up. How many towels can you hang?	You have 18 apples. If your family eats 3 per day, how many days will they last?
Year 2:			
You have 36 pencils. You need to share the pencils between pencil tubs. How many would be in each if you had... 2 tubs? 3 tubs? 4 tubs? 9 tubs?	Mark has 24 cars. He wanted to play 'cars' with his siblings. How many cars would they have to play with each, if he had: 1 brother? 2 brothers and a sister? 4 sisters? 6 brothers? (Don't forget to include Mark!)	A recipe for a chocolate pudding needs 4 eggs. If you have 12 eggs. How many times could you make this pudding?	The towels were washed and were ready to be hung on the line. There were 15 towels in the load. The washing line has 5 rows. How many towels need to be hung on each line?

Extension: Write your own sharing problems for your parent to solve. Make sure you know the answer so that you can help them if they need help.

Curriculum Links:

Mathematics-Number & Algebra – Number and Place Value

Foundation/Prep: Represent practical situations to model addition and sharing.

Year 1: Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.

Year 2: Solve simple addition and subtraction problems using a range of efficient mental and written strategies.

TASK 4: THE ARTS – MUSIC

Approx: 30 mins

Keeping the Beat

Note to Parents/Guardians:

Please help your child to find appropriate music examples that they can listen to and try and keep the beat with. If you don't have a music collection suitable you may be able to find some online. Make sure you use music that does not have swearing or inappropriate themes.

You will need:

- access to the following You tube clips
<https://www.youtube.com/watch?v=0kaX2I413p8> – The Music Show Episode #1 - The beat is the heart of Music

Activity:

Watch 'The Music Show Episode #1 all about 'Beat'. See if you can clap or tap the beat with the song on the clip.

Can you keep the beat to other songs that you know?

Nursery rhymes are great to practice the beat with as you generally know them really well, so can focus on the beat rather than the words.

Can you keep the beat to these nursery rhymes and familiar songs?

- Twinkle, Twinkle Little Star
- Humpty Dumpty
- This Old Man
- Baa Baa Black Sheep
- Row, Row, Row Your Boat
- Happy Birthday To You

What other songs do you know? Can you listen to any on a CD or another music source (radio, iTunes, Spotify etc.) and keep the beat to these songs?

Curriculum Links:

The Arts - Music

Foundation/Prep to Year 2: Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion.

LUNCH: 60 minutes

TASK 5: SCIENCE/THE ARTS – VISUAL ARTS

Approx: 40 mins

Drawing/Painting

Note to Parents/Guardians:

'Little Yarns' is a series of podcasts available on the ABC Kids Listen website and App. The App is available to download free and can be listened to on a smart phone or tablet. Alternatively, you can listen via the internet. This is a description of the 'Little Yarns' series from the ABC Kids Listen website.

'Australia is full of diverse Aboriginal and Torres Strait Islander nations. From Bunuba to Wiradjuri, Mabuig to palawa, every mob has its own language and unique culture. Each episode of Little Yarns will take you on a journey to a different nation to learn a first word on Country.

<https://www.abc.net.au/kidslisten/little-yarns/>

As a follow up, you might like to find out the name of the Aboriginal or Torres Strait Islander language groups local to the area of Australia where you live. The following map will help you. Hold the curser over the area of Australia that you live and it will zoom in and show you the names.

<https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>

Children may need to listen to the podcast a few times to get a clear picture of the scene being described.

You will need:

- access to the following Little Yarns episode <https://www.abc.net.au/kidslisten/little-yarns/whale-in-noongar/11857418>
- a pair of headphones would be handy but are not essential
- Paper for painting or drawing on
- Paints, pencils, crayons or pastels (which ever you have available).

Activity:

Listen to the Little Yarns episode about 'Whales in Noongar'.

While you are listening, imagine the scene inside your head that is being described.

Think about:

- what does the water look like?
- what does the sand look like?
- how does the water feel?

- where were Cassie and the children standing?
- what are the whales doing?
- how many whales do you think are there?

After listening use paints, pencils, crayons or pastels to create a picture of the scene that was described. You might like to listen a few times to make sure you include all the details.

Extension: This group of whale watchers were being scientists by watching and learning from nature. What did they learn about whales?
Write down 3-5 facts about whales on another piece of paper.

Curriculum Links:

Science – Science as a Human Endeavor – Use and Influence of Science

Foundation/Prep: Science involves observing, asking questions about, and describing changes in, objects and events.

Year 1 & 2: People use science in their daily lives, including when caring for their environment and living things.

Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place

Aboriginal and Torres Strait Islander societies have many Language Groups

The Arts – Visual Arts

Foundation/Prep to Year 2: Use and experiment with different materials, techniques, technologies and processes to make artworks.

BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL EDUCATION AND WELLBEING

Approx: 60 mins

Yoga Session

Note to Parents/Guardians:

Yoga and mindfulness are a nice way to finish the working week. Yoga has been shown to improve both physical and mental health in school-age children. It provides an opportunity for children to be mindful of their current state of mind as well as improve balance, strength, endurance, and aerobic capacity. This clip is approximately 20mins long. It does involve some partner work which could be done with a sibling or an adult. Two other shorter clips have been included as well. (These are repeated from a previous week's session). Select the one you think is most appropriate for your child. This would be a good activity to do all together as a family.

You will need:

- access to the internet on a screen that can be watched while doing the yoga session
- a towel or yoga mat to do yoga on

Activity:

Find a space where you (and family members joining you) have space to lay a towel or yoga mat and be able to see the screen to follow one of these clips.

connection to one of the following You tube clips

<https://www.youtube.com/watch?v=Luzy017rIFA> Yoga Ed – Movement for kids Ages 6-8

<https://www.youtube.com/watch?v=CBko9JPMtHs> Yoga ed – yoga for beginners 3-5yrs – 20 mins

<https://www.youtube.com/watch?v=A47zwWsjXgs> Fightmaster Yoga – 4 mins



You may be able to connect the internet to your television screen to make viewing easier. Watch and follow the instructions on the clip. While participating in the yoga session, be completely focused on the poses and instructions, try to ignore everything else that is going on.

Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Understanding Movement

Foundation/Prep: Explore how regular physical activity keeps individuals healthy and well.

Year 1 & 2: Discuss the body's reactions to participating in physical activities.

SUGGESTED LUNCHTIME ACTIVITIES

- Play hide and seek in the garden with your siblings
- Read a favourite story.
- Do some quiet drawing
- Help your parents by cleaning out the car.

ADVICE FOR PARENTS/GUARDIANS REGARDING YOUTUBE LINKS

While YouTube offers some excellent learning resources and we offer suggested links in this material, Kids News cannot guarantee the type of advertisements that will pop up while you are watching these clips.

Please only allow your child to watch the suggested clips with supervision so that you can prevent them seeing the advertisements that are not age appropriate.

NOTE FOR PARENTS/GUARDIANS

These free activities are written by qualified, practising teachers in accordance with/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.



TODAY'S STORIES

- 1. Painting clouds and creating fog could save the Great Barrier Reef.**
- 2. 7m-long caterpillar chain spotted near Alice Springs.**
- 3. Mark Knight's cartoon on the pressures of learning at home.**

APPENDIX

Literacy

The Three Little Kittens	was frightened by the spider.
Humpty Dumpty	ran up to the farmer's wife.
Mary's little lamb	jumped over the moon.
The Three Blind Mice	baked some tarts.
Little Miss Muffet	slept under the haystack.
Wee Willie Winkie	followed her to school.
The cow	pulled out a plum.
The Queen of Hearts	lost their mittens.
Little Boy Blue	ran through the town.
Little Jack Horner	fell off the wall and broke.

Mathematics

Answers

Foundation/Prep:			
You have 15 lollies. Share them fairly between you and 4 friends. How many each? Answer: 15 shared between 5 (4 friends and you)= 3	You have 10 flowers. Share them between 2 vases. How many in each? Answer: 10 shared between 2= 5	You have 12 stickers. Share them between yourself and 5 friends. How many each? Answer: 12 shared between 6 (5 friends and you)= 2	You have 8 apples. If your family eat 2 per day. How many days will they last? Answer: 8 shared into groups of 2 = 4 groups (days)
Year 1:			
You have 20 lollies. Share them fairly between you and 4 friends. How many each? Answer: 20 shared between 5 (4 friends and you) = 4	You have 24 flowers. Share them between 4 vases. How many in each? Answer: 24 shared between 4 = 6	You have 16 pegs. Each towel needs 2 pegs to hang it up. How many towels can you hang? Answer: 16 shared into groups of 2 = 8 groups	You have 18 apples. If your family eats 3 per day. How many days will they last? Answer: 18 shared into groups of 3 = 6 groups (days)
Year 2:			
You have 36 pencils. You need to share the pencils between pencil tubs. How many would be in each if you had... 2 tubs = 18 3 tubs = 12 4 tubs = 9 9 tubs = 4	Mark has 24 cars. He wanted to play 'cars' with his siblings. How many cars would they have to play with each, if he had 1 brother + Mark = 12 2 brothers and a sister + Mark = 6 2 sisters + Mark = 8 5 brothers + Mark = 4	A recipe for a chocolate pudding needs 4 eggs. If you have 12 eggs. How many times could you make this pudding? You can make it 3 times.	The towels were washed and were ready to be hung on the line. There were 15 towels in the load. The washing line has 5 rows. How many towels need to be hung on each line? You will hang 3 towels on each row.